



Use of English

ANSWER SHEET

ID NUMBER

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|    |                         |     |     |     |   |   |   |
|----|-------------------------|-----|-----|-----|---|---|---|
| 1  | (A)                     | B   | C   | D   | + | + | + |
| 2  | A                       | B   | (C) | D   | + | + | + |
| 3  | A                       | B   | C   | (D) | + | + | + |
| 4  | A                       | (B) | C   | D   | + | + | + |
| 5  | A                       | B   | (C) | D   | - | - | - |
| 6  | A                       | B   | (C) | D   | + | + | + |
| 7  | (A)                     | B   | C   | D   | + | + | + |
| 8  | A                       | B   | (C) | D   | - | - | - |
| 9  | A                       | (B) | C   | D   | + | + | + |
| 10 | A                       | B   | C   | (D) | + | + | + |
| 11 | ✓                       |     |     |     | + | + | + |
| 12 | over                    |     |     |     | + | + | + |
| 13 | so                      |     |     |     | + | + | + |
| 14 | off                     |     |     |     | + | + | + |
| 15 | ✓                       |     |     |     | + | + | + |
| 16 | have                    |     |     |     | + | + | + |
| 17 | out                     |     |     |     | - | - | - |
| 18 | ✓                       |     |     |     | - | - | - |
| 19 | ✓                       |     |     |     | + | + | + |
| 20 | in                      |     |     |     | - | + | + |
| 21 | <del>equivoten</del>    |     |     |     | - | - | - |
| 22 | equivalent              |     |     |     | + | + | + |
| 23 | guide                   |     |     |     | + | + | + |
| 24 | adulthood               |     |     |     | + | + | + |
| 25 | <del>pr</del> primitive |     |     |     | + | + | + |
| 26 | habitually              |     |     |     | - | - | - |
| 27 | environment             |     |     |     | + | + | + |
| 28 | quantity                |     |     |     | + | + | + |
| 29 | generation              |     |     |     | + | + | + |
| 30 | outcome                 |     |     |     | + | + | + |
| 31 |                         |     |     |     | E | + | + |
| 32 |                         |     |     |     | H | - | - |
| 33 |                         |     |     |     | L | + | + |
| 34 |                         |     |     |     | B | + | + |
| 35 |                         |     |     |     | I | - | - |
| 36 |                         |     |     |     | C | + | + |
| 37 |                         |     |     |     | G | + | + |
| 38 |                         |     |     |     | J | - | - |
| 39 |                         |     |     |     | D | + | + |
| 40 |                         |     |     |     | K | + | + |

~~30/15~~

31 / 15,5

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general

Total 16 General -

Всероссийская олимпиада школьников по английскому языку 2021 г.

Региональный этап

A911-28-3

## Writing

### ANSWER SHEET

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ID number

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15

To: Mr. Honey, principal

From: Mary Shelley, prefect

Subject: the school museum

Date: 16/02/2021

#### Introduction

The purpose of this report is to ~~mainly~~ encourage further improvements of the school museum by outlining its disadvantages. The given recommendations refer to increasing the students' engagement in the usage of the museum's ~~res~~ data.

#### Provided Opportunities

The educational institution was established ~~over~~ a century ago, thus, it has a rich history. The items of the first <sup>40</sup> students to attend the school are on display in the museum. ~~The~~ From the historical point of view, the most precious <sup>30</sup> of them is considered to be the newspaper containing the ~~declaration~~ <sup>declaring</sup> of the <sup>100</sup> outbreak of the World War I. Moreover, there is a memorial in tribute of teenagers <sup>wh</sup> joined the army ~~that~~ ~~some~~ ~~entered~~ ~~on~~ ~~the~~ ~~territory~~ helps to realize the output of the conflict of that scale. <sup>14</sup> <sup>v</sup> being of great use to the interested in history students.

#### The reasons of disinterest

The demonstrated objects represent the <sup>15</sup> influence of the historic events. Whereas adolescents are ~~not~~ <sup>prefer</sup> ~~to~~ ~~get~~ ~~to~~ ~~be~~ ~~acquainted~~ with the lifestyles of common students. How did they ~~celebrate~~ celebrate their ~~proms~~ ~~and~~ what techniques did they use for celebrating are the questions modern teenagers would like to ask their predecessors. Furthermore, the museum is unwelcoming, students pass it ~~by~~ <sup>too</sup> ~~by~~ rapidly, there are no sofas. Not only do the children want to observe, but also to relax.

#### Conclusion

On the basis of the points mentioned above it seems logical to <sup>25</sup> suggest limitation of the numerous bookshelves and introduction of

comfortable chairs in order to enhance the students' attendance of  
the museum. <sup>34</sup> Switching the exhibition's theme to <sup>the</sup> one that could resonate with  
teenagers is recommended as well. <sup>264</sup>

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